

DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAMS

Conde School District Continuous Improvement Monitoring Process Report 2006-2007

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This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Assistance	The district/agency consistently does not meet this requirement and is out of compliance.
Needs Intervention	The district/agency consistently does not meet this requirement and is out of compliance.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 - General Supervision

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- A – General District Information
- C – Suspension and Expulsion Information
- H – Exiting Information

- Surveys
- Private school information
- Comprehensive plan
- Comprehensive system of personnel development plan
- Screening

Meets requirements

The steering committee concluded the Conde School District has an established ongoing child find system to locate, identify and evaluate children with disabilities ages birth through 21 years of age who may need special education. The district's pre-referral and referral system ensures students are identified without unnecessary delay. Policies and procedures are in place to provide for children with disabilities that are eligible for special education services and are enrolled in private schools. These children participate in services in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA).

The district uses data-based decision-making procedures to review and analyze district data to determine if the district is making progress toward the state's performance goals and indicators. The district reviews and analyzes data and revises policies and procedures if significant discrepancies are found between the long-term suspension and expulsion rates for children with and without disabilities.

The Conde School District ensures that an adequate supply of personnel are employed, properly supervised and fully licensed/certified to work with children with disabilities. The district implements procedures to determine personnel development needs and takes appropriate action to meet those identified needs.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under general supervision as identified by the steering committee.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- C – Suspension and Expulsion Information
- I – Age Placement Alternative Data
- K – Early Intervention (Part C) Exit Information
- Comprehensive Plan

Meets requirements

The steering committee concluded the Conde School District provides FAPE to all eligible children with disabilities. The district has policies and procedures in place to ensure that students suspended or expelled for more than ten days would be provided FAPE.

Validation Results**Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under free appropriate public education as identified by the steering committee.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- A – General District Information
- Student File Reviews
- Surveys
- Comprehensive Plan

Meets requirements

The steering committee concluded the Conde School District provides appropriate written notice and obtains informed consent before assessments are administered to a child as part of an initial evaluation or reevaluation. Evaluation procedures and instruments meet the minimum requirements and ensure proper identification of students with disabilities.

With the exception of the item listed below, the district ensures reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continued eligibility.

Out of compliance

The steering committee concluded two students dismissed from speech services were not evaluated prior to dismissal from special education.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under appropriate evaluation as identified by the steering committee.

Out of Compliance: Needs Assistance

ARSD 24:05:25:06. Reevaluations

Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation. Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents. Each school district shall follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of:

- (1) Determining whether the child continues to have a disability;
- (2) Determining whether the child continues to need special education and related services; and
- (3) Determining whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum.

If no additional data are needed to determine continuing eligibility, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of services under this article, to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under this article due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE.

Through a review of student records, the monitoring team agreed with the steering committee that reevaluation procedures were not implemented prior to the dismissal of two speech/language students.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- L – Complaints
- M – Hearings

- Comprehensive plan
- Parental rights document
- Consent and prior notice forms
- Family Education Right and Privacy Act (FERPA) disclosure

Meets requirements

The steering committee concluded, the Conde School District ensures parents are fully informed of their rights in their native language or another mode of communication if necessary. A list of surrogate parents is available on file in the district office.

The district provides the parents of children in need of special education or special education and related services with the opportunity to inspect and review all educational records concerning the identification, evaluation and educational placement of the child and the provision of a free appropriate public education (FAPE). While the Conde School District has not had a complaint or due process hearing request filed within the past 5 years, policies and procedures are in place for responding to the actions that ensure compliance.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under procedural safeguards as identified by the steering committee.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Early Intervention (Part C) Exit Information
- Comprehensive plan
- Student file reviews

Meets requirements

The steering committee concluded the Conde School District provides written notice for all IEP meetings. Policies and procedures are in place to ensure that transition evaluations and planning meet all requirements.

With the exception of the items listed below, policies and procedures are in place to ensure an appropriate IEP is developed and is in effect for each eligible student. The district ensures the IEP team is composed of the appropriate team membership.

Needs improvement

The steering committee concluded the district needs to ensure that all IEPs are reviewed annually and that present levels of performance are linked to functional evaluation. Annual goals need to be skill based measurable/observable and short term objectives must include the conditions, performance and criteria.

The modifications needed by a student must include the frequency, location and duration of the service and be implemented by the classroom teachers as stated in the IEP.

The justifications for placement need to describe why instruction could not be conducted in the regular classroom setting. The description of special education and related services to be provided needs to be clear and understandable to the parents.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under individual education program as identified by the steering committee. Through a review of student records the team concluded that the annual review timelines, short term objectives, modifications, and the description of special education and related services to be provided meet requirements.

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.03. Content of individualized education program.

Each student's individualized education program shall include:

(2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:

(a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and

(b) Meeting each of the student's other educational needs that result from the student's disability;

Through a review of student records, annual goals did not consistently contain skill based, measurable/observable annual goals. For example, "(student) will bring behavior within a socially acceptable standard".

ARSD 24:05:27:01.03. Content of individualized education program.

Each student's individualized education program shall include:

(4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

Through interview and a review of student records, the justification for placement did not describe why instruction could not occur in the regular classroom setting or natural environment. One justification for a preschool child did not provide any

explanation of participation with non disabled peers and the other included information regarding present levels of performance.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Student File Reviews
- Comprehensive Plan

Meets requirements

The steering committee concluded the Conde School District ensures all eligible students receive services in the least restrictive environment with the supports they need for successful participation.

Needs improvement

The steering committee concluded district staff needed additional training and support to implement IEPs. Educators indicated there was insufficient time available during the school week to complete necessary tasks (i.e. meetings, modifying curriculum, consulting etc.) Educators do not consistently have the opportunity to provide input into the development of the student's IEP. It was recommended all teachers receive training in modifying assignments, exams and adapting the curriculum to meet the needs of students.

Validation Results

Meets Requirements

The monitoring team agrees with all areas identified as meeting requirements under least restrictive environment as identified by the steering committee. Through interview, the team concluded professional development procedures have been implemented to address the areas identified by the steering committee as needing improvement. Staff at the elementary and secondary level participates in a professional development committee. Training activities are schedule for all staff two hours monthly.